

## Textbook Alignment to the Utah Core – 8<sup>th</sup> Grade Social Studies – U.S. History

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list ([www.schools.utah.gov/curr/imc/indvendor.html](http://www.schools.utah.gov/curr/imc/indvendor.html).)* Yes   X   No       

Name of Company and Individual Conducting Alignment:  
Mary Dawson of McCormick Associates, Inc., Independent Contractor

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☒ On record with the USOE.

☐ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): Social Studies – Grade 8 – U.S. History

Title: America: History of Our Nation, Survey Edition ISBN#: 0131307355

Publisher: Pearson Prentice Hall

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum:  
  100   %

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum:                      %

**STANDARD I: Students will interpret the role of geography in shaping United States history.**

Percentage of coverage in the <i>student and teacher edition</i> for Standard I: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard I: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition(SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	Not covered in <i>TE, SE or ancillaries</i> ✓
<b>Objective 1.1:</b> Determine how geography affected the development of the United States.				
a.	Identify the five themes of geography; i.e., location, place, human-environmental interaction, movement, and region.	SE/TE: A6-A7, A10-15, HT8-HT9, 4-7,10-15, 82-83; TE: 2a, 7	TR: All-in-One, Unit 1, p.6, 16, 23; TECH: Web Codes:.mvp-1011	
b.	Apply the five themes of geography as they relate to the development of the United States.	SE/TE: 6-7, 13, 34-35, 36-41, 49-52, 53-57, 58, 59, 60-61	TR: Interactive Reading and Notetaking Study Guides: Ch.2, Sec. 1, 2, 3; TECH: Color Transparency: The Trade Cycle Between the Home Land and Its Colonies; Web Codes: myd-1011,-1012, mva-1021,-1023,-1024,-1026, mvl-1021	
<b>Objective 1.2:</b> Utilize geographic skills as they relate to the study of the United States.				
a.	Locate the major <i>physical</i> features, including the plains, major rivers, bodies of water, mountain ranges, and continents.	SE/TE: A4-A5, A8-A9, A12-A13, HT15, 7, 67 82-83, 316, 320; TE: 7	TECH: Web Codes:.mvp-1011.-1031, 3052	
b.	Locate the major <i>political</i> features, including countries, regions, and states.	SE/TE: A6-A7, A8-A9, HT-17, 80. 90. 196, 207, 325	TR: All-in-One, Unit 2, 52; TECH: WC:.mvp-1033,-1035,-2031,-3053	
c.	Apply map and globe skills to the study of United States history; e.g., direction,	SE/TE: A8-A9, HT10-HT14, 38-39, 46, 54, 165,	TECH: Web Codes: mvl-102,.mvp-	

	legend, scale, grid coordinates.	320, 335, 356; TE: 320	1022,3064	
<b>STANDARD II: Students will investigate the relationship between events of different time periods.</b>				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %		
<b>OBJECTIVES &amp; INDICATORS</b>		Coverage in <i>Student Edition(SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>Objective 2.1:</b> Develop an awareness of current events. a.				
a.	Use print and broadcast media to acquire an awareness of current events.	SE/TE: 25, 56, 60, 68, 104, 187, 334, 385, 464	TECH: Web Codes: mvc-1014,-1024,-1041,-2063, 4071,-4094	
b.	Recognize the difference between fact and opinion, and discern bias in the media.	SE/TE: HT4-HT5, 302, 332, 368, 406, 458	TR: All-in-One, Unit 3, 25, 58, 84, 88; TECH: Social Studies Skills Tutor CD-ROM: Identifying Frame of Reference and Point of View; Distinguishing Fact and Opinion; Recognizing Bias; Evaluate Internet Sources; Evaluate Written Sources	
<b>Objective 2.2:</b> Objective 2: Analyze how contemporary concerns and events affect and are affected by history. a.				

a.	Apply knowledge of historical events to recent major events.	SE/TE: 25, 56, 60, 465	TECH: Web Codes: mvc-1041,-2063,-4071,-4094;	
b.	Utilize contemporary news to discuss past events.	SE/TE: 104, 292, 385, 418, 465, 579	TECH: Web Codes: myc-1041,-3042,-4071,-4081,-4094; Color Transparencies: Immigration 1960-2000	
<b>STANDARD III: Students will understand the changes caused by European exploration in the Americas.</b>				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %		
<b>OBJECTIVES &amp; INDICATORS</b>		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>Objective 3.1:</b> Explore life among the various American Indian nations prior to European exploration of the New World.				
a.	Identify the major regional American Indian nations of North America.	SE/TE: 4, 12-15; TE: 2g, 2h, 13	TR: All-in-One, Unit 1, 20; TECH: Web Codes: mva1012, mvd-0107, mve-0106; Color Transparencies: Early Civilizations of the Americas	
b.	Examine the cultures of American Indian nations; e.g., languages, beliefs, traditions, and lifestyles.	SE/TE: 2-3, 6-9, 10-15; TE: 2g, 11, 13	TR: All-in-One, Unit 1, 6, 17, 23; TECH: Discovery School Video: Tenochtitlan and the Aztecs; Web Codes: mva-1011,-	

			1012, mve-1014, mvp-1011	
<b>Objective 3.2:</b> Analyze the reasons for European exploration.				
<b>a.</b>	Explain the economic reasons behind exploration; e.g., trade routes, discoveries of fine goods in the East, search for raw materials.	SE/TE: 18-19, 20-21, 26-27, 30-31, 34-35, 38, 44, 46, 50-52, 53, 56; TE: 32a, 32b, 37, 45, 54	TR: All-in-One, Unit 1, 21, 50; Interactive Reading and Notetaking Study Guides: Ch. 3, Sec. 3, 4; TECH: Web Codes: mva-1014,-1016,-1022, myd-1012, mve-0108, mvp-0109, mvl-1014, mvp-0109; Discovery School Video: Tenochtitlan and the Aztecs; Color Transparency: Global Trade in the Fifteenth Century	
<b>b.</b>	Examine the political reasons behind exploration; e.g., empire building, European rivalries.	SE/TE: 49-51, 52, 59, 60	TR: Interactive Reading and Notetaking Study Guides: Ch. 2, Sec. 3; TECH: Web Codes: mva-1023,-1026	
<b>c.</b>	Investigate the social reasons behind exploration; e.g., spreading ideas and beliefs, seeking religious freedoms.	SE/TE: 47, 50-51, 55	TR: Interactive Reading and Notetaking Study Guides: Ch. 2, Sec. 3, 4; TECH: Web Codes: mva-1023	
<b>d.</b>	Identify key individuals who contributed to European exploration; e.g. Columbus, Cartier, Cabot, Hudson.	SE/TE: 36-39, 40, 41, 51-52, 55, 60, 61; TE: 32g, 32h, 39, 51	TR: All-in-One, Unit 1, 47, 48; Interactive Reading and Notetaking Study Guides: Ch.2, Sec.1; TECH: Web Codes: mva-1021,-1023,-1024,-1026, myd-1012, mve-0110, mvl-	

			1021, mvp-0114	
<b>Objective 3.3:</b> Assess the impact of European exploration on African slaves and American Indian nations.				
<b>a.</b>	Examine the reasons for slavery in the New World; e.g., cotton, sugar, tobacco.	SE/TE: 48, 115, 117, 127; TE: 83, 115	TECH: Web Codes: mva-1043	
<b>b.</b>	Trace the beginnings of the slave trade in the Americas.	SE/TE: 48, 69, 83, 84, 87; TE: 32a, 98a, 98b, 98h, 113, 115	TECH: Color Transparencies: The Atlantic Slave Trade	
<b>c.</b>	Investigate the transportation of African slaves to the Americas; i.e., triangular trade routes, the Middle Passage.	SE/TE: 48, 113-117; TE: 113, 115	TR: All-in-One, Unit 1, 108, 111, 112, 117; Interactive Reading and Notetaking Study Guides: Ch. 4, Sec. 3; TECH: Color Transparency: The Atlantic Slave Trade; Web Codes: mva-1043, mve-0127; Discovery School Video: Life of Enslaved Africans	
<b>d.</b>	Explore the impact of the Europeans and the resulting destruction of American Indian cultures; e.g., the Spanish Conquistadors, disease brought by Europeans, European settlement.	SE/TE: 40, 41, 44-48, 57, 60, 61; TE: 32a, 32b, 47, 53	TR: All-in-One, Unit 1, 44, 54; Interactive Reading and Notetaking Study Guides: Ch. 2, Sec. 2; TECH: Web Codes: mva-1021, -1022, -1026, mvd-0122, mvp-0114; Discovery School Video: Tenochtitlan and the Aztecs	
<b>STANDARD IV: Students will analyze European colonization and settlement of North America.</b>				

Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>Objective 4.1:</b> Explain where and why European countries colonized North America; e.g., the Netherlands, England, France, Spain.				
a.	Identify motives for exploration; e.g., religion, expansion, trade, wealth.	SE/TE: 44, 50, 53-55, 56, 60, 61	TR: Interactive Reading and Notetaking Study Guides: Ch. 2, Sec. 4; TECH: Web Codes: mva-1024,-1026	
b.	Locate the geographical regions of European settlement.	SE/TE: 46-47, 54, 56, 57, 67, 90-92	TECH: Web Codes: mva-1022,-1024,-1035, mvp-1022, 1024, 1031,-1035	
c.	Investigate the contributions and influences of the major European powers.	SE/TE: 40, 41, 46-48, 51-52, 54-55, 56-57, 58, 59, 60-61, 91; TE: 91	TR: Interactive Reading and Notetaking Study Guides: Ch. 2, Sec. 2, 3; All-in-One, Unit 1, 50; TECH: Color Transparencies: The Encomienda System; Web Codes: mva-1021,-1022,-1024,-1026	
<b>Objective 4.2:</b> Assess the reasons for settlement of the English colonies.				
a.	Compare the reasons for settlement in the New England, Middle, and Southern colonies	SE/TE: 66-67, 71, 78-79, 88	TR: All-in-One, Unit 1, 6, 85; Interactive Reading and Notetaking	

			Study Guides: Ch. 3, Sec. 1; TECH: Web Codes: mva-1031,-1032; DISCOVERY SCHOOL VIDEO: The Jamestown Colony	
b.	Explain the contributions of key individuals in the settling of the English colonies; e.g., John Smith, Lord Baltimore, William Bradford.	SE/TE: 67, 70, 72, 73, 78-79, 86, 87, 89, 96; TE: 69, 79	TR: All-in-One, Unit 1, 78; Interactive Reading and Notetaking Study Guides: Ch. 3, Sec. 1; TECH: Color Transparencies: Penn's Treaty With the Indians; Web Codes: mva-1031,-1034, mvd-1034, mve-0118	
c.	Identify key groups involved in the settlement of the English colonies; e.g., Virginia Company, Pilgrims, Puritans, Quakers.	SE/TE: 66, 67-69, 70, 72-73, 78-79, 96; TE: 73	TR: All-in-One, Unit 1, 6, 73, 85; Interactive Reading and Notetaking Study Guides: Ch. 3, Sec. 1, 2, 3; TECH: Discovery School Video: The Jamestown Colony	
d.	Determine the reasons for conflict between the European powers in North America.	SE/TE: 50, 51, 56, 78, 90, 140; TE: 32a, b	TR: All-in-One, Unit 2, 6, 23	
e.	Examine the causes and outcomes of the French and Indian War.	SE/TE: 140-146, 164-165, 272; TE: 136a,b,g, 141, 143, 146	TR: All-in-One, Unit 2, p.6, 23; Interactive Reading and Notetaking Study Guides, Ch.5, Sec.1; TECH: Discovery School Video: The French and Indian War; Web Codes: mva-1056,-2051, mve-0130, mvp-2051	
<b>Objective 4.3:</b> Objective 3: Examine the economic, political, and social patterns in the				



development of the 13 English colonies.				
<b>a.</b>	Contrast the economies of the three major colonial regions: New England, Middle, and Southern.	SE/TE: 71, 74-77, 79, 80, 81, 82-82, 84, 86, 87-89; TE: 62a,b, 75, 83	TR: All-in-One, Unit 1, 76, 82, 89; Interactive Reading and Notetaking Study Guides, Ch. 3, Sec. 1, 2, 3, 4; TR: All-in-One, Unit 1, 76, 82, 89; Interactive Reading and Notetaking Study Guides, Ch. 3, Sec. 1, 2, 3, 4	
<b>b.</b>	Assess the impact of geography on the economies of the three major regions.	SE/TE: 71, 74, 75, 76, 77, 80, 81, 82-82, 87-89	TR: Interactive Reading and Notetaking Study Guides, Ch. 3, Sec.2, 3, 4; TECH: Web Codes: mva-1032,-1033,-1034, mvp-1032,-1033,-1034	
<b>c.</b>	Explain the development of self-government in the colonies.	SE/TE: 69, 70, 73, 74, 75, 79, 86, 96, 97, 102-106, 272; TE: 25, 69, 87	TR: All-in-One Unit 1, 6, 78, 85; TECH: Web Codes: mva-1031,-1036,-1041	
<b>d.</b>	Investigate the lifestyles and cultures of the New England, Middle, and Southern colonies; e.g., education, slavery, religion.	SE/TE: 72-73, 81, 98-99, 100-101, 107-112, 113-117, 118-123, 126, 127, 128-129; TE: 62h, 72, 98a, b, h, 107, 111, 113, 115, 119, 121	TR: All-in-One, Unit 1, 79, 82, 107, 109; Interactive Reading and Notetaking Study Guides, Ch. 3, Sec. 2, 3, Ch. 4, Sec. 2, 3, 4; TECH: Color Transparencies: The Salem Witch Trials; Explore the Lives of Colonial Women; Discovery School Video: Life of Enslaved Africans; Web Codes: mva-1042,-1043,-1044,-1046, mvd-0117,-0119,-1044, mve-0122,-	

			0124 mvl-1042, mvp-1043	
<b>STANDARD V: Students will understand the significance of the American Revolution in the development of the United States.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard V: <u>100</u> %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard V: %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 5.1:</b> Analyze what ideas and events led to the Revolutionary movement.				
<b>a.</b>	Explore the events leading to the outbreak of armed conflict between the American colonies and Great Britain.	SE/TE: 138-139, 145-149, 150-153, 154-155, 156-161, 162-163, 164-165; TE: 136a, b, g, h, 147, 151, 155, 159	TR: All-in-One, Unit 2, 17, 18, 19, 25, 25; Integrated Reading and Notetaking Study Guides, Ch. R, Sec. 2, 3, 4; TECH: Color Transparencies: Protesting Taxes, Causes of the Revolution; Discovery School Video: Boston Massacre; Web Codes: mva-1056,-2052,-2053, mvd-2052, mve-1035,-1036,-1037, mvh-0133, mvl-2054	
<b>b.</b>	Analyze the origin of the ideas behind the Revolutionary movement and the movement toward independence; e.g., social contract, natural rights, English traditions.	SE/TE: 121-123, 130, 132-133, 134-135, 199, 252-253; TE: 98a, b, 137, 166a, b, g	TR: All-in-One, Unit 1, p.109; Integrated Reading and Notetaking Study Guides, Ch.	

			4, Sec. 4; TECH: Web Codes: mva-2066, mvd-0131,-0132,-0138, mve-0121	
c.	Explain the major ideas expressed in the Declaration of Independence.	SE/TE: 170-172, 174-178, 197, 198, 199, 273; TE: 166b, g, h	TR: All-in-One, Unit 2, 6, 43, 47, 53; Integrated Reading and Notetaking Study Guides, Ch. 6, Sec. 4; TECH: Discovery School Video: Declaration of Independence; Web Codes: mva-2061,-2066, mvd-0136, mvh-0139	
<b>Objective 5.2:</b> Assess the factors affecting the course of the war and contributing to American victory				
a.	Examine how the Revolutionary War affected the colonists.	SE/TE: 186-189, 190, 195, 197, 199; TE: 166a, 187, 189	TR: All-in-One, Unit 2, 45; Integrated Reading and Notetaking Study Guides, Ch.6, Sec. 3; TECH: Web Codes: mva-2063,-2064,-2066, mvl-0139; Color Transparencies: The War Affects All Americans, Revolutionary Soldier	
b.	Explain the events that brought European aid to the American cause.	SE/TE: 183, 184, 189, 197, 199, 244;	TECH: Color Transparencies: Turning Points of the Revolution; Web Codes: mva-2062, 2066	
c.	Examine the advantages and disadvantages of the Continental Army against British resources.	SE/TE: 159, 179, 180, 182, 188, 189, 190, 191, 194, 195; TE: 193	TR: All-in-One, Unit 2, 4; TECH: Web Codes: mva-2064, mvl-2062,-	

			2064, mvp-2062	
<b>Objective 5.3:</b> Evaluate the contributions of key people and groups to the Revolution.				
<b>a.</b>	Identify the contributions of colonial leaders; e.g., George Washington, Thomas Paine, Alexander Hamilton, Sam Adams, John Adams.	SE/TE: 120, 140-141, 147, 149, 156, 159-161, 170, 171, 173, 181, 184, 187, 190, 191, 192, 197, 198, 213, 218, 271, 285, 1034, 1035,10,36,frd; TE: 147, 120	TR: All-in-One, Unit 2, 20, 47; Integrated Reading and Notetaking Study Guides, Ch. 5, Sec. 2; TECH: Web Codes: mva-2054,-2061,-2062,-2063,-2064, myd-2052,-3041	
<b>b.</b>	Analyze the role various political groups played in the Revolutionary movement; e.g., Sons and Daughters of Liberty, Committees of Correspondence, 1 <sup>st</sup> and 2 <sup>nd</sup> Continental Congress.	SE/TE: 138, 148-149, 151-152, 153, 154-155, 158; TE: 148, 51, 152, 157, 166g, 191	TR: All-in-One, Unit 2, 17, 21; Integrated Reading and Notetaking Study Guides, Ch. 5, Sec. 2, 3; TECH: Web Codes: mva-2052,-2053,-2054, myh-0139	
<b>c.</b>	Examine the contributions of various social groups to the Revolutionary movement; e.g., women, free and enslaved blacks, American Indians.	SE/TE: 186-187, 188, 190, 199; TE: 187, 189	TR: All-in-One, Unit 2, 45; Integrated Reading and Notetaking Study Guides, Ch. 6, Sec. 3; TECH: Web Codes: mva-2063,- 2066	
<b>Objective 5.4:</b> Examine the effects of the Revolution on the United States.				
<b>a.</b>	Analyze the terms of the Treaty of Paris of 1783.	SE/TE: 193, 197, 199; TE: 193	TR: All-in-One Unit 2, 51; TECH: Web Codes: mva-2066	
<b>b.</b>	Determine the weaknesses of the Articles of Confederation.	SE/TE: 202, 204, 206, 208-209, 224,; TE: 200a, 200, 207	TR: All-in-One, Unit 2, 3, 72, 75; Integrated Reading and Notetaking Study Guides, Ch. 7, Sec. 1; TECH: Web Codes: mya-2036	

c.	Investigate the problems that faced the emerging nation; e.g., debt, lack of unified central government, international relations.	SE/TE: 208-209	TR: All-in-One, Unit 2, 72; TECH: Web Codes: mya-2031	
d.	Explain the effect the Revolution had on people; e.g., Native American Indians, slaves, European immigrants.	SE/TE: 144, 186-187, 188, 189, 190; TE: 187, 189, 193	TR: All-in-One, Unit 2, 45, 51; Integrated Reading and Notetaking Study Guides, Ch. 6, Sec. 3; TECH: Color Transparencies: The War Affects All Americans; Web Codes: mva-2063	
<b>STANDARD VI: Students will understand the structure and function of the United States government established by the Constitution.</b>				
Percentage of coverage in the <i>student and teacher edition</i> for Standard VI: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VI: %		
<b>OBJECTIVES &amp; INDICATORS</b>		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>Objective 6.1:</b> Assess the foundations and principles that led to the development of the Constitution.				
a.	Analyze the factors involved in convening the Constitutional Convention.	SE/TE: 212-213; TE: 200a	TR: All-in-One, Unit 3, 73; Integrated Reading	

			and Notetaking Study Guides, Ch. 6, Sec. 3	
<b>b.</b>	Investigate the ideas and documents that became the foundation for the United States Constitution; e.g., Magna Carta, Iroquois Confederation, European philosophers.	SE/TE: 14, 15, 24-25, 102-104, 122-123, 127, 128, 130, 132-133, 252-262, 1033; TE: 25, 103, 127, 200f, 253	TR: All-in-One, Unit 1, 6, 20, 96 105, 109, 115; Integrated Reading and Notetaking Study Guides, Ch. 1, Sec. 4, Ch. 4, Sec. 1, 4; TECH: Color Transparencies: The English Bill of Rights, Think Like a Historian, Unit 1; Web Codes: mva-1046	
<b>Objective 6.2:</b> Analyze the compromises that led to the ratification of the Constitution.				
<b>a.</b>	Compare the Federalist and Anti-Federalist ratification debates.	SE/TE: 218-221, 222-223	TR: All-in-One, Unit 2, 72, 74, 78; Integrated Reading and Notetaking Study Guides, Ch. 7, Sec. 3; TECH: Web Codes: mya-2033	
<b>b.</b>	Examine the Constitution ratification compromises; i.e., 3/5 Compromise, Great Compromise, Bill of Rights.	SE/TE: 213-217, 218-221, 222-223, 224-225; TE: 213, 215, 219	TR: All-in-One, Unit 2, 76; Integrated Reading and Notetaking Study Guides, Ch. 7, Sec. 2; TECH: Web Codes: mya-2032,-2033,-2036, myc-2032, myd-2033	
<b>Objective 6.3:</b> Examine the basic structure of the Constitution.				

<b>a.</b>	Identify the major elements of the United States Constitution.	SE/TE: 203, 254-255, 256-257; TE: 251b, 256	TR: All-in-One, Unit 2, 73; Integrated Reading and Notetaking Study Guides, Ch. 7, Sec. 2	
<b>b.</b>	Explain the purpose of the Constitution as outlined in the preamble.	SE/TE: 228, 254-255; TE: 255	NA	
<b>c.</b>	Explore the role and functions of the three branches of government.	SE/TE: 256-260, 262-263; TE: 251a	TR: All-in-One, Unit 2, 100; TECH: Color Transparencies: How a Bill Becomes a Law, Federal Court System	
<b>d.</b>	Examine the Constitutional principles of separation of powers and checks and balances.	SE/TE: 256, 257, 312-313; TE: 251a, b, 257	TECH: Color Transparencies: Separation of Powers, Checks and Balances; Discovery School Video: The Constitution	
<b>e.</b>	Determine the role of the Constitution as a living document.	SE/TE: 238, 264, 265, 266-267; TE: 265	TR: All-in-One, Unit 2, 98, 101; TECH: Color Transparencies: Amendment Process	
<b>Objective 6.4:</b> Analyze the rights, liberties, and responsibilities of citizens.				
<b>a.</b>	Identify the responsibilities of citizenship to secure liberties; e.g., vote, perform jury duty, obey laws.	SE/TE: 270-271; TE: 250, 271	TECH: Color Transparencies: Think Like a Historian, Unit 2, Responsibilities of Citizenship, Naturalization Process	
<b>b.</b>	Examine the Bill of Rights and its specific guarantees.	SE/TE: 240-242, 264, 266-267	TR: All-in-One, Unit 2, 101, 105; TECH: Discovery School Video: The Bill of Rights	

<b>STANDARD VII: Students will explore the territorial growth of the United States before the Civil War.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard VII: <u>100</u> %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VII: %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 7.1:</b> Describe the ideas and events that motivated the expansion of the United States.				
<b>a.</b>	Explain Manifest Destiny and its role in American expansion; e.g., land acquisition, economy, immigration.	SE/TE: 320-321, 70-471, 454-459; TE: 306a, 306, 440a, b, g	TR: All-in-One, Unit 3, 7, 48, 59; Integrated Reading and Notetaking Study Guides, Ch. 9, Sec. 2; TECH: Web Codes: mya-	



			4096, myd-4093, mye-0261, myp-4093	
<b>b.</b>	Examine the background and consequences of the Louisiana Purchase.	SE/TE: 314-315, 316, 320-321, 333, 335; TE: 306a, h	TR: Integrated Reading and Notetaking Study Guides, Ch. 9, Sec. 2; TECH: Web Codes: mya-3056, mye-0234, myp-3052	
<b>c.</b>	Investigate the role of explorers in the expansion of the United States; e.g., Lewis and Clark, Pike, Fremont.	SE/TE: 317-319, 320-321, 334, 457; TE: 306b, g 317, 320, 321	TR: All-in-One, Unit 3, 7, 48, 49, 59; Integrated Reading and Notetaking Study Guides, Ch. 9, Sec. 2, 3; TECH: Primary Source CD-ROM: Diary: The Journals of Lewis and Clark, Discovery School Video: Lewis and Clark; Web Codes: mya-3052, mva-3052, nye-0231, myp-4093	
<b>d.</b>	Examine the groups of people that came west; e.g., mountain men, Mormon pioneers, California 49ers, Asian and Irish immigrants.	SE/TE: 325, 393-394, 408, 442-443, 448-453, 462-463, 464-467, 468, 469, 470-471; TE: 440a, h, 448, 449, 451, 465	TR: All-in-One, Unit 4, 78, 80, 82, 86; Integrated Reading and Notetaking Study Guides, Ch. 13, Sec. 2, 4; TECH: Web Codes: mya-4092, 4094,-4096, myc-4094; Audio CD, Ch. 13, Sec. 2	
<b>Objective 7.2:</b> Examine the conflicts that arose during the American expansion.				
<b>a.</b>	Investigate the causes and results of the War of 1812.	SE/TE: 322-326, 327-331, 333, 335; TE: 306a, b, h, 322, 325, 327, 336a	TR: All-in-One, Unit 2, 55, 57; Integrated Reading and Notetaking Study Guides, Ch.	

			9, Sec. 3, 4; TECH: Web Codes: mya-3054, mya-3056, myd-3054, mye-0233,-3054, myd-3054, myp-3054,-3094; Color Transparencies: Old Ironsides and the War of 1812	
<b>b.</b>	Analyze government policies toward and treaties with American Indian nations; e.g., relocation, removal, assimilation, and sovereignty.	SE/TE: 338-339, 355-359, 368, 369, 370, 446, 577; TE: 355, 356, 357	TR: All-in-One, Unit 3, 83; Integrated Reading and Notetaking Study Guides, Ch.9, Sec. 3, 4; TECH: Discovery School Video: A Tragic Journey; Web Codes: mya-3064, 3006, myp-3064,-6132	
<b>c.</b>	Investigate the impact of the Mexican War on the land and people of the American Southwest; e.g., Mexican Cession, Texas, Gadsden Purchase.	SE/TE: 377, 442-443, 456-459, 460-461, 467, 469, 470-471, 475; TE: 457, 460	TR: All-in-One, Unit 4, 79, 83; Integrated Reading and Notetaking Study Guides, Ch. 13, Sec. 3; TECH: Web Codes: mya-4093, myd-4093, myp-4093,-4095	
<b>Objective 7.3:</b> Analyze how new inventions and transportation methods stimulated western expansion.				
<b>a.</b>	Research the impact of inventions on expansion; e.g., farming, industry, communication.	SE/TE: 391-392, 395, 396-397, 407, 408, 472-473; TE: 378a, g, 382, 383, 393	TR: All-in-One, Unit 4, 17; Integrated Reading and Notetaking Study Guides, Ch. 11, Sec. 2; TECH: Web Codes: mya-4072,-4076, myd-4072, mye-0256,-0258,-0259; Color Transparencies:	

			Telegraph, Spinning Mill, James Watt's Steam Engine	
<b>b.</b>	Examine developments in transportation; e.g., expansion of roads and trails, steamboats, railroads.	SE/TE: 391-393, 402-404, 405, 407, 408, 409, 472-473; TE: 378a, b, h, 402	TR: All-in-One, Unit 4, 17; Integrated Reading and Notetaking Study Guides, Ch. 11, 2; TECH: Web Codes: mya-4072,-4074,-4076, myp-4074, mye-0258	
<b>Objective 7.4:</b> Assess the impact of the Industrial Revolution on the United States.				
<b>a.</b>	Examine the development of the factory system.	SE/TE: 382-386, 387, 407; TE: 378g, 384	TR: All-in-One, Unit 4, 16; Integrated Reading and Notetaking Study Guides, Ch. 11, Sec. 1; TECH: Web Codes: mye-0255, myp-4071	
<b>b.</b>	Analyze the role of factories on the growth of northern cities.	SE/TE: 390-391, 392, 393-395, 407; TE: 378a, 390, 391	TR: Integrated Reading and Notetaking Study Guides, Ch. 11, Sec.2; TECH: Web Codes: mya-4072	
<b>c.</b>	Determine how the Industrial Revolution affected the North, South, and West differently.	SE/TE: 380-381, 390-395, 396-400, 401-403, 407, 408-409; TE: 399, 399	TR: All-in-One, Unit 4, 17, 19, 22, 24; Integrated Reading and Notetaking Study Guides, Ch. 11, Sec. 2, 3; TECH: Web Codes: mya-4073	
<b>d.</b>	Investigate the changes in working conditions caused by the Industrial Revolution.	SE/TE: 385-387, 388-389, 395, 407-408; TE: 384, 385, 388	TR: Integrated Reading and Notetaking Study Guides, Ch. 11, Sec. 1; TECH: Web Codes: mya-4071	

<b>STANDARD VIII: Students will examine the expansion of the political system and social rights before the Civil War.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard VIII: <u>100</u> %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard 8: %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 8.1:</b> Investigate the development of the American political party system.				
<b>a.</b>	Examine the differences between the Federalists and the Democratic-Republicans.	SE/TE: 290-292, 293, 303, 305; TE: 278a, b, g, 290	TR: All-in-One, Unit 3, 18; Integrated Reading and Notetaking Study Guides, Ch.8, Sec . 2; TECH: Web Codes: mya-3042,-3046, mye-0243	
<b>b.</b>	Trace the development of new political parties throughout the 18 <sup>th</sup> and 19 <sup>th</sup> centuries; e.g., Whigs, Jacksonian Democrats, Republicans.	SE/TE: 290-293, 352, 371, 394, 483; TE: 352, 478a	TR: Integrated Reading and Notetaking Study Guides, Ch. 14, Sec. 1; TECH: Web Codes: mya-3042,-3046,-3066, myc-3042	
<b>c.</b>	Determine the role of third parties as an agent of reform.	SE/TE: 483, 485, 494, 598-599;	TR:	

		TE: 574a	Integrated Reading and Notetaking Study Guides, Ch 14. Sec.1, Ch. 17, Sec. 4; TECH: Web Codes: mya-5101	
d.	Investigate the role of political parties in the electoral process.	SE/TE: 352; TE: 310	TECH: Web Codes: mya-3062, Color Transparencies: The Election of 1828	
<b>Objective 8.2:</b> Analyze the evolution of democracy and the extension of democratic principles.				
a.	Examine how the Supreme Court strengthened the national government.	SE/TE: 343-344, 357	TR: All-in-One, Unit 3, p.80; Integrated Reading and Notetaking Study Guides, Ch. 10, Sec. 1, 4; TECH: Web Codes: mya-3061,-3066	
b.	Analyze how states' rights issues led to growing sectionalism.	SE/TE: 300-301, 363-366, 367; TE: 336b, 365	TR: All-in-One, Unit 3, p84, 90; Integrated Reading and Notetaking Study Guides, Ch. 10, Sec. 5; TECH: Web Codes: mya-3065	
c.	Investigate the relationship between national and state governments in expanding Democracy.	SE/TE: 222-234, 268-269, 300-301, 351-352, 369; TE: 351	TR: Integrated Reading and Notetaking Study Guides, Ch.10, Sec. t; TECH: Web Codes: mya-3061	
d.	Appraise how the political process changed to involve more people.	SE/TE: 245, 351-352, 354, 496-497, 553, 555-557, 562, 588, 656-658, 659, 886-892; TE: 496, 555, 870a, b	TR: All-in-One Unit 5, 80, Unit 9, 18, 21, 22; Integrated Reading and Notetaking Study Guides, Ch. 14, Sec. 3, Ch. 16,	

			Sec. 2, Ch. 19, Sec. 3, Ch. 26, Sec.3; TECH: Web Codes: mya-5122,- 6153,-9263, myc- 5103,-5123,-6132, myd-6153, mve- 0174, myp-6153; Discovery School Video: Civil Rights; Color Transparencies: The March on Washington, August 28, 1963	
<b>Objective 8.3:</b> Analyze the impact of social reforms on Americans during the 19 <sup>th</sup> century.				
<b>a.</b>	Examine the abolitionist movement; e.g., Sojourner Truth, William Lloyd Garrison, Frederick Douglas, the Grimke sisters.	SE/TE: 422-424, 425, 426, 427, 436, 437, 438-439 631, 1040; TE: 410a, b, 423, 424, 425, 427	TR: All-in-One, Unit 4, 6, 47, 54, 57; Integrated Reading and Notetaking Study Guides, Ch. 12, Sec. 2; TECH: Web Codes: mya- 4082,-4086, mye- 0208; Discovery School Video: The Underground Railroad	
<b>b.</b>	Investigate the impact of reform in education, religion, prisons, and the treatment of the mentally ill during this period.	SE/TE: 415-419, 420-421, 437, 438; TE: 415, 416, 417, 420	TR: All-in-One, Unit 4, 46, 50; Integrated Reading and Notetaking Study Guides, Ch. 12, Sec. 1; TECH: Web Codes: mya- 4081-4086, myc- 4081	
<b>c.</b>	Examine the extension of women's political and legal rights.	SE/TE: 427-430, 437, 438; TE: 427, 429	TR: All-in-One, Unit 4, 48, 55; TECH: Web Codes: mya-4083,- 4086, myd-4083, mye-0213; Color Transparencies:	

			Are Not the Women Half of the Nation?	
<b>STANDARD IX: Students will understand the significance of the Civil War Era to the United States.</b>				
Percentage of coverage in the <i>student and teacher edition</i> for Standard IX: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IX: %		
<b>OBJECTIVES &amp; INDICATORS</b>		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>Objective 9.1:</b> Analyze differences and events that led to the Civil War.				
<b>a.</b>	Describe the cultural differences between the North and the South.	SE/TE: 386, 387, 388-389, 393-395, 396-399, 404-405, 407, 438; TE: 390, 391	TR: All-in-One, Unit 4, 16; Integrated Reading and Notetaking Study Guides, Ch. 11, Sec. 2; TECH: Web Codes: mya-4071,-4072,-4073,-4074; Discovery School Video: Plantation Life	
<b>b.</b>	Examine the sectional economic differences of the United States; e.g., slavery, industry, agriculture, geography.	SE/TE: 382-387, 390-392, 395, 396-397, 407, 408-409; TE: 397, 389	TR: Integrated Reading and Notetaking Study Guides, Ch. 11, Sec. 2; TECH: Web Codes: mya-4072,-4073, myd-4072, myp-4071; Discovery School	

			Video: Plantation Life	
c.	Analyze how states' rights led to conflict between the North and the South.	SE/TE: 484-485, 487, 489, 490-491, 495-498, 499-502, 528; TE: 495, 501	TR: Integrated Reading and Notetaking Study Guides, Ch. 14, Sec. 1, 3; TECH: Web Codes: mya-5101; Color Transparencies: Lincoln-Douglas Debates	
d.	Trace the failure of compromise to ease sectional differences; e.g., Missouri Compromise, Compromise of 1850, Kansas-Nebraska Act.	SE/TE: 404-405, 486-491; TE: 487	TR: All-in-One, Unit 5, 17; Integrated Reading and Notetaking Study Guides, Ch. 11, Sec. 4, Ch. 14, Sec. 1; TECH: Web Codes: mya-4074,-5102, mye-0229, myp-5102	
e.	Investigate how the abolitionist movement increased sectional tensions between the Northern and Southern states; e.g., John Brown's raid, Dred Scott decision, <i>Uncle Tom's Cabin</i> , the Fugitive Slave Law.	SE/TE: 436, 437, 486-487, 495-498; TE: 424, 478a, b, g, h, 487, 489, 493	TR: All-in-One, Unit 5, 17, 54; Integrated Reading and Notetaking Study Guides, Ch. 14, Sec. 2; TECH: Web Codes: mya-4082, mye-0225, 0226,-0227,-0230; Discovery School Video: Uncle Tom's Cabin; Underground Railroad; Color Transparencies: Anthony Burns	
f.	Assess how the election of 1860 led to secession	SE/TE: 495-496, 497, 499-501; TE: 478a, h, 495, 497, 499, 501	TR: All-in-One, Unit 5, 5, 6, 18, 23, 26; Integrated Reading and Notetaking Study Guides, Ch. 14, Sec. 3, 4; TECH: Web Codes: mya-5104, mye-0228, myp-	



			5104	
<b>Objective 9.2:</b> Determine the factors that affected the course of the war and contributed to Union victory.				
<b>a.</b>	Compare the advantages and disadvantages of the Union and the Confederacy.	SE/TE: 514, 517, 531, 536	TR: Integrated Reading and Notetaking Study Guides, Ch. 15, Sec. 1	
<b>b.</b>	Analyze the impact of the Emancipation Proclamation on the United States and the Confederacy.	SE/TE: 524-527, 539, 540, 541; TE: 508a, b, 525	TR: All-in-One, Unit 5, 6, 49, 59; Integrated Reading and Notetaking Study Guides, Ch. 15, Sec. 3; TECH: Web Codes: mya-5113,-5116; Color Transparencies: African Americans Join the War	
<b>c.</b>	Identify the contributions of key individuals in the Civil War; e.g., Lincoln, Davis, Lee, Grant.	SE/TE: 520-521, 522-523, 524, 529, 533-537, 538, 539, 548; TE: 508h	TR: All-in-One, Unit 5, 48, 82; Integrated Reading and Notetaking Study Guides, Ch. 15, Sec. 2, 5; TECH: Web Codes: mya-5112,-5113, mye-0267; Discovery School Video: Assassinated!	
<b>d.</b>	Investigate how the Civil War affected all people in the United States land area.	SE/TE: 515, 518-521, 526, 527, 530-532; TE: 531	TR: All-in-One, Unit 5, 48, 49, 50; Integrated Reading and Notetaking Study Guides, Ch. 15, Sec. 2, 4; TECH: Web Codes: mya-5112,-5113,-5114,	

			myd-5114	
<b>Objective 9.3:</b> Evaluate the Reconstruction period and how it affected the United States following the Civil War.				
<b>a.</b>	Explain the purpose of Reconstruction.	SE/TE: 546-547; TE: 542a, b, f, 547	TR: All-in-One, Unit 5, 70; Integrated Reading and Notetaking Study Guides, Ch. 16, Sec. 1; TECH: Web Codes: mye-0206, History CD-ROM: Lincoln's Second Inaugural Address	
<b>b.</b>	Analyze the social impact of Reconstruction; e.g., abolition of slavery, integration of races, fall of Southern society, education.	SE/TE: 542-543, 544-545, 548, 549, 550-551, 564, 566; TE: 551	TR: All-in-One, Unit 5, 80; TECH: Web Codes: mya-5121,-5122; Color Transparencies: Ku Klux Klan	
<b>c.</b>	Determine the economic changes in the country caused by Reconstruction.	SE/TE: 560-563, 569	TR: All-in-One, Unit 5, 81; Integrated Reading and Notetaking Study Guides, Ch. 16, Sec. 3; TECH: Web Codes: mya-5123, myp-5127, Color Transparencies: Sharecropping Cycle of Poverty	
<b>d.</b>	Explain the political changes brought about by the Reconstruction Era: e.g., 13 <sup>th</sup> , 14 <sup>th</sup> , and 15 <sup>th</sup> Amendments, voting regulations, military districts.	SE/TE: 552-554, 556-557, 560-561, 565, 566-567; TE: 555, 559	TR: All-in-One, Unit 5, 80, 83, 86; Integrated Reading and Notetaking Study Guides, Ch. 16, Sec. 2; TECH: Web Codes: mya-5122, myc-5123, myd-5122	

<b>STANDARD X: Students will understand the development of the American West following the Civil War.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard X: <u>100</u> %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard X: %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 10.1:</b> Analyze the factors that brought people west.				
<b>a.</b>	Examine why people came to the West; e.g., farmers, ranchers, miners, American Indian nations, immigrants, adventurers.	SE/TE: 466, 575-579, 590, 595-597, 601, 602; TE: 574a, b, 583, 595	TR: All-in-One, Unit 6, 17, 20; Integrated Reading and Notetaking Study Guides, Ch. 7, Sec. 1, 3, 4; TECH: Web Codes: mya-9301, myp-6132	
<b>b.</b>	Investigate the impact of mining and ranching on the land and people.	SE/TE: 578-580, 590-594, 602, 603; TE: 574a, 574, 575, 581, 591, 593	TR: All-in-One, Unit 6,p,19, 25; Integrated Reading and Notetaking Study Guides, Ch. 17, Sec. 1, 2; TECH: Web Codes: mya-6131,-6133,-6136, mye-0274, myp-6131; Discovery School Video: Boomtown to Ghost Town	
<b>c.</b>	Assess the impact of the railroad on western development.	SE/TE: 582-583; TE: 574a, g, 574	TR: All-in-One Unit 6, 21, Integrated Reading	

			and Notetaking Study Guides, Ch. 17, Sec. 1; TECH: Web Codes: mye-0270, myp-6137; Color Transparencies: Cattle Trails and Railroads, Transcontinental Railroad	
<b>Objective 10.2:</b> Analyze the settlement of the American West.				
a.				
<b>a.</b>	Examine the changes of the landscape due to settlement patterns.	SE/TE: 564, 579, 580, 591, 592, 595-599; TE: 577, 595, 597	TR: All-in-One Unit 5, 85; Unit 6, 20; Integrated Reading and Notetaking Study Guides, Ch. 17, Sec. 4; TECH: Web Codes: mya-6134, myp-6132, Social Studies Skills Tutor CD_ROM: Analyzing and Interpreting Special Purpose Maps	
<b>b.</b>	Investigate the development of cities in the West.	SE/TE: 466, 579, 592; TE: 574b	TECH: Web Codes: mva-9301	
<b>c.</b>	Assess the impact western settlement patterns had on the Native American Indians.	SE/TE: 584-589, 601, 602; TE: 574a, 585, 587	TR: All-in-One, Unit 6, 18, 24; Integrated Reading and Notetaking Study Guides Ch. 17, Sec. 2; TECH: Web Codes: mya-6132,-6136, myc-6132, myd-6132	

<b>Objective 10.3:</b> Investigate the conflict among various groups involved in the settlement of the West.				
<b>a.</b>	Determine the reasons and groups involved in conflict during the settlement of the West; e.g., ranchers, miners, farmers, American Indian nations, immigrants.	SE/TE: 585, 586-589	TR: Integrated Reading and Notetaking Study Guides, Ch. 17, Sec. 2	
<b>b.</b>	Examine the consequences of conflict in the settlement of the West.	SE/TE: 585-589, 598, 601, 602; TE: 585, 587	TR: Integrated Reading and Notetaking Study Guides, Ch. 17, Sec. 2; TECH: Web Codes: mya-6132,-6136, mye-0275myp-6132,-6136; Color Transparencies: Farmers vs. Railroads	